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ABSTRACT

Created to assist teachers and administrators in updating drama programs and to provide a foundation for establishing new educational theatre programs, this guide provides practical procedures for developing language and communication abilities, social awareness, and problem solving skills through the theatre arts. The introductory sections of the guide discuss theatre arts nomenclature and the scope of theatre arts. Remaining sections of the guide delineate a comprehensive yet flexible program whereby schools may offer courses based on student interests and local needs. Courses that are described include two courses for grades seven and eight that emphasize creative group activities. The courses proposed for grades nine through twelve include a basic introductory course (Theatre Arts I), the study of the cultural contributions of the theatre and basic principles of production (Theatre Arts II, III, and IV), an option for technically oriented students (Technical Theatre I and II), and a cocurricular laboratory for the exploration, development, and synthesis of all the elements of theatre (Theatre Production I and IV). Each of the descriptions for these courses lists components and objectives. (RL)

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THEATRE ARTS

FRAMEWORK FOR GRADES 7 - 12

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FOREWORD

In the Fall of 1979, the State Board of Education approved a revision of the secondary school drama curriculum.

THEATRE ARTS FRAMEWORK FOR GRADES 7-12 is designed to assist teachers and administrators in updating present drama programs and to provide a foundation for establishing new educational theatre programs.

Theatre Arts provides exciting and practical procedures for developing language and communication abilities, social awareness, and problem-solving skills. Involvement in theatrical processes motivates learning in other subject areas, stimulates creativity, and fosters positive self-concepts.

Alton O. Bowen
Commissioner of Education

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THE EDUCATIONAL THEATRE CONTINUUM

The educational theatre curriculum is a sequential and cumulative learning continuum. Drama (creative dramatics) is specified as part of the balanced elementary curriculum* and is required to be taught in Kindergarten and Grades 1-6. Theatre arts courses are offered as electives in Grades 7-12.

Creative Dramatics is an improvisational, nonexhibitional process based on the natural human impulse and ability to act out perceptions of the world in order to understand it. Participants are guided by a leader to imagine and reflect upon human experiences. Action and dialogue are improvised as the group explores, develops, expresses, and communicates ideas, concepts, and feelings through dramatic enactment. Elements of theatre provide focus and structure, but the entertainment of an audience is not the goal. Rather, the primary purpose is to nourish the receptive and expressive faculties of the individual.**

The learning processes of perceiving, creating, and evaluating begun in the creative dramatics curriculum expand in scope and complexity through Grade 12. As self-confidence develops, elementary students alternate as participants and observers. In Grades 7 and 8, the theatre arts curriculum begins to focus on interpretation and performance as students develop their communication skills. In Grades 9-12, these processes are refined and utilized in theatrical productions.

The continuum of involvement in theatrical processes develops the whole person--physically, intellectually, and emotionally. It stimulates both logical and intuitive thinking, personalizes knowledge, and yields aesthetic pleasure. It also motivates and facilitates learning in other content areas by developing language and communication abilities, problem-solving skills, and creativity; by promoting positive self-concepts, social awareness, and empathy; and by clarifying attitudes and ethical and moral standards of behavior. The educational theatre curriculum thus transcends its own immediate ends and becomes a vital and viable means for developing skills, knowledge, and sensitivity basic to a complete education.

Texas Education Agency Publication AD7 825 01, PRINCIPLES, STANDARDS, AND PROCEDURES FOR THE ACCREDITATION OF SCHOOL DISTRICTS. Description of Balanced Elementary Curriculum.

**Texas Education Agency Publication CU8 835 02, CREATIVE DRAMATICS K-6. (The revised Creative Dramatics K-6 is publication number CU0 835 06.)*

THE THEATRE ARTS NOMENCLATURE

The traditional title drama has been superseded by the term theatre arts which more accurately reflects the nature of the curriculum. Drama is the literature of theatre, the playscript that is the source of the theatrical performance. Theatre is the realization of drama, which does not fully exist until the play is interpreted by actors and technicians on a stage before an audience. The theatre arts curriculum entails both literary study and artistic expression. It encompasses the skills, talents, and various related activities necessary for the selection, preparation, and presentation of a theatrical production. It includes not only written drama but also such nonliterary forms as improvisation, mime, and theatre games; such supportive elements as scenery, lighting, costumes, makeup, and public relations; and such forms of expression as dance, music, visual arts, film, and electronic media.

THE SCOPE OF THEATRE ARTS

The theatre arts curriculum addresses the Goals for Public School Education in Texas that were established by the State Board of Education in 1970 and revised in 1977 and 1979. Specifically, the theatre arts curriculum supports the Goal statement:

STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

Intellectual Discipline

- Theatre arts incorporates many disciplines. Students continually draw upon their knowledge of mathematics, physics, industrial arts, business, homemaking, history, art, music, dance, literature, English, second languages, speech, journalism, and psychology, combining all these with specific training in the art of theatre as they work together to produce a single play.

- Theatre arts encourages inventive problem-solving. Because they are continually faced with choices and decisions, theatre arts students engage in research, discover analogies, experiment with new concepts, and evaluate the results.

- Theatre arts requires introspection and self-analysis. As students deal with imaginary people (the characters in the dramas) and real people (the students playing the characters or working as technicians), they are able to simulate a broad range of life experiences, play many roles, and evaluate the results.

Economic and Occupational Competence

- Theatre arts develops practical skills. Students come to appreciate the dignity of human labor because the theatre demands a great amount of physical labor. They perfect techniques for handling lumber, paint, cloth, tools, and electrical equipment. They launder clothing, upholster furniture, sell tickets, and work within budgets.

- Theatre arts contributes to vocational education. Training and practical experience in a diversity of skills provides a comprehensive background for those students seeking careers in community

and professional theatre, dance, tele ision, and the motion picture industry.

Citizenship and Political Understanding and Competence

- Theatre arts embodies the principles of democracy and teaches civic responsibility. Interaction is basic to the theatrical process, which requires the cooperation of all participants: performers, technicians, and audience members. Students with varying abilities and experiences work collaboratively rather than competitively, developing a strong *esprit de corps*. The importance of systematic organization, orderly procedures, and detailed planning is emphasized. Responsibility is assumed as a multitude of individual and group projects are coordinated to meet deadlines. An awareness of the importance of individual and group contributions to the process develops as students assume and respond to leadership roles. Differences of opinion and procedure, which are always present in a free society, are settled with tolerance and understanding.

Physical and Environmental Health, Ecological Balance, and Safety

- Theatre arts develops physical and vocal abilities. Students engage in a variety of exercises and strenuous activities. They develop spatial awareness, strengthen body coordination, and improve concentration.

- Theatre arts heightens perception. The ability to perceive is fundamental to creative expression and aesthetic appreciation. Students actively see, hear, feel, and comprehend form, color, and texture in the world around them, thereby enabling them to use, value, and derive pleasure from their sensory faculties.

Appreciation of Culture, Language, and Life-Style Diversities and Their Corresponding Aesthetic Values

- Theatre arts expands cultural awareness. The study of the great dramatic masterpieces, a prerequisite for bringing them to life on the stage, creates an appreciation and appetite for good literature. Knowledge of the artistic accomplishments of the world's great cultures enables students to grasp the relevance of the arts in the structure of society. The rich heritage of the theatrical tradition derives from the contributions of multiethnic groups. Recognition of national and cultural differences and commonalities reveals the universalities of human emotions and experiences.

- Theatre arts promotes an understanding of and appreciation and desire for aesthetic experiences. Repeated exposure to quality in performance provides the comparative basis necessary for the development of discriminating taste in the theatre arts and mass media. Students analyze, judge, and come to recognize and value the aesthetic qualities of the arts and of their personal environments.

Competence in Personal and Social Relations

- Theatre arts fosters personal growth and enhances self-esteem. Students experience keenly the feeling of belonging, developing their sense of identity and worth. They practice self-control and self-discipline. Theatrical activities provide a controlled outlet for physical energy and an avenue for coping with emotional and psychological stresses common to adolescents. Students become aware of their strengths and weaknesses, develop their iniative and resourcefulness, and thereby strengthen their poise and self-confidence.

- Theatre arts enhances communication capabilities. There are many kinds of language for expressing ideas and emotions: movement, conversation, writing, music, and visual arts. Theatre embodies them all. Students articulate their intents in many verbal and nonverbal ways. And because communication moves in two ways, they also become more receptive and sensitive to what others have to express.

- Theatre arts clarifies ethical and moral standards of behavior. Drama derives from people facing crises, making moral decisions, and suffering or enjoying the consequences of their actions. By providing insight into human behavior in various cultures and times, the theatre teaches universal concepts, human understanding, and tolerance.

Use of Leisure Time

- Theatre arts allows students to expend excess energy constructively and productively. They are involved as active rather than passive learners, participating cooperatively in a diversity of educational experiences. This creative involvement prepares them to become competent practitioners and appreciative consumers of the arts.

The diversity of theatre arts activities provides opportunities for the involvement of all students regardless of experience, cultural background, or handicapping conditions. Students alternate as creators, observers, and evaluators, developing an understanding and appreciation of the abilities and efforts of others.

In addition to expanding the horizons of all students, theatre arts provides creative challenges, in-depth experiences, and leadership opportunities that enable gifted and talented students to reach their fullest potential.

Theatre arts is inherently exciting and stimulating. Participating students often discover a more definite purpose for staying in school and an acceptable reason for giving closer attention to other scholastic pursuits.

Theatre arts is more than just a class play, more than an extracurricular activity, and more than a medium of entertainment. It is a vital and viable teaching technique. Its scope and comprehensiveness extend to all the academic disciplines.

THE THEATRE ARTS CURRICULUM

In the secondary school curriculum, theatre arts is part of the fine arts program, along with art and music. It is separate from speech and is not classified under English language arts.

The theatre arts curriculum provides a comprehensive, yet flexible program whereby each school may offer one or all of the courses based upon student interest and local need.

GRADES 7-8

- Theatre Arts 7 builds on the background established in Creative Dramatics, K-Grade 6, continuing the development of self-confidence and sensory and emotional awareness through the use of movement, vocal expression, improvisation, and dramatization. The nature of performance is explored through dramatic interpretation and an introduction to basic acting techniques.

- Theatre Arts 8 expands on the content of Theatre Arts 7, with greater emphasis upon participation in creative group activities. The multiple components of a theatrical production are explored through the preparation and performance of scenes and plays.

GRADES 9-12

- Theatre Arts I is a basic introductory course and the prerequisite for Theatre Arts II-III IV. It incorporates basic acting techniques, the role of the actor in interpreting dramatic literature, and the historical evolution of performance styles.

- Theatre Arts II-III-IV continues the study of the cultural contributions of the theatre, its plays, and its performance and production styles and techniques. Basic principles of production are studied and applied through performances in various theatrical modes.

- Technical Theatre I-II provides an option for technically-oriented students who may not be initially interested in performing. Theories of design and stagecraft techniques are combined with the construction and operation of the various elements of technical theatre. Elements of stagecraft can be included in the Theatre Arts II-III-IV curriculum if a school chooses not to offer such comprehensive instruction.

Theatre Production I-IV is a cocurricular laboratory for the exploration, development, and synthesis of all the elements of theatre. This course supplements the theatre arts and technical theatre courses that concentrate on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills. Practical experiences in acting and stagecraft are provided through the preparation and public performances of one or more plays.

The course may meet during a regularly scheduled class period, but the scope of activities will probably require additional time. A school may therefore choose to provide a lengthened class period. The most viable option, however, may be to schedule the course outside of regular school hours. Theatre production activities have traditionally been held in the afternoons and evenings, providing extended work periods and allowing for participation by students unable to enroll in other theatre courses due to schedule conflicts. In such a case, the course does not necessarily have to meet every day or for an entire semester, so long as the total instructional time is at least equivalent to a standard course.

Theatre is a cooperative venture between actors, technicians, and the audience. Performances of plays developed in Theatre Production I-IV can provide important educational experiences for every student in the school. As audience members, students can learn to receive with sensitivity that which is being communicated to them as they explore values, develop critical skills, and exercise aesthetic judgment.

The theatre production course is a basic component of the theatre arts program. It can be an integral part of the school curriculum, providing a laboratory in which theatre students create educational experiences for the entire student body.

		prerequisite	*grade*	*time/credit*
THEATRE ARTS 7	*Any combination of the following components can be organized according to student interest and local need:* GRADE 7 ONLY . dramatic storytelling . puppetry GRADES 7 & 8 . sensory and emotional awareness . imitative and interpretive movement . mime . vocal expression . improvisation . creative dramatization . basic acting techniques . dramatic interpretation . solo and ensemble acting scenes . reader's theatre . story theatre . theatre terminology . theatre appreciation and audience etiquette GRADE 8 ONLY . introduction to stagecraft . audition procedures . play production . career opportunities		7	65 clock hours, minimum
THEATRE ARTS 8			8	65 clock hours, minimum
THEATRE ARTS I	. introduction to theatre arts . acting techniques . script interpretation . historical perspective		9-12	½-1 unit

THEATRE ARTS II	*Any combination of the following components can be organized according to student interest and local need:* PRODUCTION TECHNIQUES . production management . directing . stylization . playwriting . elements of stagecraft THEATRICAL MODES . classical theatre . contemporary theatre . dance drama . mime . masked theatre . musical theatre . theatre for children . media . puppetry	Theatre Arts I - 1 unit	10-12	½-1 unit
THEATRE ARTS III		Theatre Arts I - 1 unit	10-12	½-1 unit
THEATRE ARTS IV		Theatre Arts I - 1 unit	10-12	½-1 unit
TECHNICAL THEATRE I	*Any combination of the following components can be organized according to student interest and local need:* . overview . design . scenery . properties . lighting . costumes . makeup . sound . public relations		9-12	½-1 unit
TECHNICAL THEATRE II		Technical Theatre I - 1 unit	10-12	½-1 unit
THEATRE PRODUCTION I-IV	. rehearsals . technical crews . performances		9-12	½-4 units

THEATRE ARTS 7

Grade Placement: 7
Prerequisite: None
Time: 65 clock hours, minimum

THEATRE ARTS 7 builds on the background established in CREATIVE DRAMATICS, K-Grade 6, continuing the development of self-confidence and sensory and emotional awareness through the use of movement, vocal expression, improvisation, and dramatization.

The nature of performance is explored through dramatic interpretation and an introduction to basic acting techniques.

COMPONENTS

- Sensory and Emotional Awareness
- Imitative and Interpretive Movement
- Mime
- Vocal Expression
- Dramatic Storytelling
- Improvisation
- Creative Dramatization
- Puppetry
- Basic Acting Techniques
- Dramatic Interpretation
- Solo and Ensemble Acting Scenes
- Reader's Theatre
- Story Theatre
- Theatre Terminology
- Theatre Appreciation and Audience Etiquette

Any combination of the components can be organized according to student interest and local need. Scope and sequencing are to be determined locally. Consideration should be given to the following recommendations:

- *The minimum of 65 clock hours may provide sufficient time for an introduction to Theatre Arts. However, additional clock hours should be provided for interested students since the development of interpretative and communicative skills is cumulative.*

- *Class size should not exceed 20-25 students if effective learning is to occur. This is an activity-centered course requiring individualized instruction, implementation, and evaluation. An*

increase in class size results in a proportionate decrease in laboratory space. In addition, with more students more time is required for completion of each activity, thus restricting the quantity and variety of learning experiences.

- *Students participating in the course should be afforded opportunities to observe preparations and productions of educational, community, and professional theatre companies.*

OBJECTIVES

The student will:

- demonstrate increased concentration and greater spatial and sensory awareness
- demonstrate greater confidence in using the body and voice for creative self-expression
- participate so that individual creativity is assimilated into cooperative group efforts
- improvise dramatic scenes
- develop basic acting skills
- interpret dramatic material using physical and vocal acting techniques
- use basic vocabulary related to acting
- evaluate personal and group dramatic experiences
- practice acceptable standards of audience behavior

THEATRE ARTS 8

Grade Placement: 8
Prerequisite: None
Time: 65 clock hours, minimum

THEATRE ARTS 8 builds on the background established in THEATRE ARTS 7, with greater emphasis upon participation in creative group activities.

The multiple components of a theatrical production are explored through the preparation and performance of scenes and plays.

COMPONENTS

- Sensory and Emotional Awareness
- Imitative and Interpretive Movement
- Mime
- Vocal Expression
- Improvisation
- Creative Dramatization
- Basic Acting Techniques
- Dramatic Interpretation
- Solo and Ensemble Acting Scenes
- Reader's Theatre
- Story Theatre
- Introduction to Stagecraft
- Audition Procedures
- Play Production
- Theatre Terminology
- Theatre Appreciation and Audience Etiquette
- Career Opportunities

Any combination of the components can be organized according to student interest and local need. Scope and sequencing are to be determined locally. Consideration should be given to the following recommendations:

- *The minimum of 65 clock hours may provide sufficient time for an introduction to Theatre Arts. However, additional clock hours should be provided for interested students since the development of interpretative and communicative skills is cumulative.*

- *Class size should not exceed 20-25 students if effective learning is to occur. This is an activity-centered course requiring individualized instruction, implementation, and evaluation. An*

increase in class size results in a proportionate decrease in laboratory space. In addition, with more students more time is required for completion of each activity, thus restricting the quantity and variety of learning experiences.

- *Students participating in the course should be afforded opportunities to observe preparations and productions of educational, community, and professional theatre companies.*

OBJECTIVES

The student will:

- demonstrate increased concentration and greater spatial and sensory awareness
- demonstrate greater confidence in using the body and voice for creative self-expression
- participate so that individual creativity is assimilated into cooperative group efforts
- improvise dramatic scenes
- develop basic acting skills
- interpret dramatic material using physical and vocal acting techniques
- recognize the multiple components that comprise a theatrical production
- stage scenes and/or plays
- use basic vocabulary related to theatrical production
- evaluate personal and group dramatic experiences
- practice acceptable standards of audience behavior

THEATRE ARTS I

Grade Placement: 9-12
Prerequisite: None
Credit: ½-1 unit

THEATRE ARTS I is an introductory performance course incorporating basic acting techniques, the role of the actor in interpreting dramatic literature, and the historical evolution of performance styles.

COMPONENTS

- Introduction to Theatre Arts
  - overview
  - interdependence of all theatrical elements
  - career opportunities

- Acting Techniques
  - preparatory exercises: relaxation, physical and vocal warmup, sensory perception, concentration
  - theatre games
  - improvisation
  - movement techniques
  - vocal techniques

- Script Interpretation
  - elements of the play
  - types of plays
  - characterization

- Historical Perspective
  - origin of theatre
  - Greek theatre
  - Roman theatre
  - Medieval theatre
  - Renaissance theatre
  - Elizabethan theatre
  - Restoration theatre
  - Nineteenth Century theatre
  - early American theatre
  - contemporary theatre
  - oriental theatre

Scope and sequencing are to be determined locally. Consideration should be given to the following recommendations:

- *The sequence of components as listed may be the most logical arrangement in terms of student interest and the study of theatre as a performing art.*
- *The Historical Perspective component may be approached more effectively if the theatre history material is integrated with the advanced study of acting techniques and script interpretation, rather than being studied independently on a purely academic basis.*
- *Class size should not exceed 20-25 students if effective learning is to occur. This is an activity-centered course requiring individualized instruction, implementation, and evaluation. An increase in class size results in a proportionate decrease in laboratory space. In addition, with more students more time is required for completion of each activity, thus restricting the quantity and variety of learning experiences.*
- *Students participating in the course should be afforded opportunities to observe preparations and productions of educational, community, and professional theatre companies.*

OBJECTIVES

The student will:

- recognize the multiple components and skills that comprise theatre arts
- recognize the interdependence of the performing and technical elements in a theatrical production
- participate so that individual creativity is assimilated into cooperative group efforts
- demonstrate greater confidence in using the body and voice for creative self-expression
- demonstrate increased concentration and greater spatial and sensory awareness
- develop basic acting skills
- improvise dramatic scenes using the structural components: beginning, conflict, resolution, and conclusion
- investigate the elements of a playscript and examine the various types and styles of drama
- demonstrate creative insight by analyzing the text and unwritten subtext of various kinds of plays
- interpret dramatic material using physical and vocal acting techniques
- develop techniques for characterization
- examine the evolution of theatre

- compare and contrast the performance and production techniques of major historical periods
- use basic vocabulary related to acting and theatre history
- perform scenes from plays using styles appropriate to the historical period of the script
- evaluate personal and group dramatic experiences
- recognize the knowledge, skills, attitude, and discipline requisite for pursuing a career in theatre

THEATRE ARTS II-III-IV

Theatre Arts II — *Grade Placement: 10-12*
Prerequisite: Theatre Arts I — 1 unit
Credit: ½-1 unit

Theatre Arts III — *Grade Placement: 10-12*
Prerequisite: Theatre Arts I — 1 unit
Credit: ½-1 unit

Theatre Arts IV — *Grade Placement: 10-12*
Prerequisite: Theatre Arts I — 1 unit
Credit: ½-1 unit

THEATRE ARTS II-III-IV builds on the background established in THEATRE ARTS I, continuing the study of the cultural contributions of the theatre, its plays, and its performance and production styles and techniques.

Basic principles of production are studied and applied through performances in various theatrical modes.

The components are classified in two groups:

PRODUCTION TECHNIQUES

- Production Management
  - interdependency of all theatrical elements
  - company organization and responsibilities
  - production schedules
  - budgets
- Directing
  - script selection
  - script preparation
  - production concept and design
  - casting
  - directing techniques
  - rehearsal and performance procedures
- Stylization
  - historical survey of production and acting styles
  - theories of acting
  - advanced acting techniques

. Playwriting
  - historical survey of plays and playwrights
  - theories of playwriting
  - playwriting techniques

. Elements of Stagecraft
  (see course description for TECHNICAL THEATRE I-II)

THEATRICAL MODES

. Classical Theatre
  - theories and styles
  - representative plays

. Contemporary Theatre
  - theories and styles
  - representative plays

. Dance Drama
  - performance modes
  - movement techniques
  - choregraphy

. Mime
  - historical survey of mime
  - mime techniques

. Masked Theatre
  - historical survey of masked theatre
  - performance techniques

. Musical Theatre
  - historical development of musical theatre
  - production elements
  - performance techniques
  - representative plays

. Theatre for Children
  - historical survey of theatre for children
  - script selection
  - theories and styles
  - production techniques
  - representative plays

. Media (Radio/Television/Film)
  - historical development of radio/television/film
  - production elements
  - performance techniques

. Puppetry
  - historical development of puppetry
  - production elements
  - performance techniques

Any combination of the components can be organized according to student interest and local need. Completion of two semester courses constitutes THEATRE ARTS II, the next two semesters constitute THEATRE ARTS III, and the fifth and sixth semesters comprise THEATRE ARTS IV.

After determining the component structure of each course, a school might choose to offer some courses on alternate years. In such a case it is conceivable that a student could take THEATRE ARTS III, for example, before taking THEATRE ARTS II.

Scope and sequencing are to be determined locally. Consideration should be given to the following recommendations:

- *One or more semesters may be devoted to a particular theatrical mode with all production technique components being studied concurrently.*

- *Or, each production technique component may be studied independently and then applied through the study of various theatrical mode components.*

- *The study of any component should include relevant dramatic material and historical perspective.*

- *A student progressing from THEATRE ARTS II through THEATRE ARTS IV should be exposed to a wide spectrum of production techniques and theatrical modes. A student may repeat a specific component if different instructional material is covered.*

- *Elements of stagecraft may be included in the course of study for THEATRE ARTS II, III, and IV if desired. However, a broader scope of study is possible if stagecraft is taught as a separate course, TECHNICAL THEATRE I-II.*

- *Class size should not exceed 20-25 students if effective learning is to occur. This is an activity-centered course requiring individualized instruction, implementation, and evaluation. An increase in class size results in a proportionate decrease in laboratory space. In addition, with more students more time is required for completion of each activity, thus restricting the quantity and variety of learning experiences.*

- *If there is insufficient enrollment to make an advanced class, those students may, if local policy permits, attend another Theatre Arts class and pursue the study of a different component as a special project.*

- *Students participating in the course should be afforded opportunities to observe preparations and productions of educational, community, and professional theatre companies.*

OBJECTIVES

The student will:

- analyze the multiple components and skills that comprise a theatrical production
- participate so that individual creativity is assimilated into cooperative group efforts
- continue to develop acting and production skills
- examine the director's function of integrating the arts of the playwright, the actor, and the technician
- survey various modes of theatrical presentation
- view different production and performance styles in historical perspective
- use basic vocabulary related to theatrical production
- experiment with production and performance techniques
- develop decision-making skills
- stage scenes from plays using various theatrical modes
- evaluate personal and group dramatic experiences

TECHNICAL THEATRE I-II

Technical Theatre I

Grade Placement: 9-12
Prerequisite: None
Credit: ½-1 unit

Technical Theatre II

Grade Placement: 10-12
Prerequisite: Technical Theatre I - 1 unit
Credit: ½-1 unit

TECHNICAL THEATRE I-II combines theories of design and stagecraft techniques with the construction and operation of the various elements of technical theatre.

COMPONENTS

- Overview of Technical Theatre
  - historical development of stagecraft
  - stage geography and terminology
  - interdependence of all theatrical elements
  - backstage organization
  - safety procedures
  - career opportunities

- Design
  - elements of design
  - styles of design
  - design and drafting techniques

- Scenery
  - historical development of the stage
  - functions of scenery
  - types of sets
  - elements of scenery
  - research and design
  - construction techniques
  - painting techniques
  - mounting techniques
  - shifting techniques
  - strike

- Properties
  - historical survey of properties
  - functions of properties

- types of properties
- sources
- research and design
- running props for a show
- strike

. Lighting
- historical development of lighting
- functions of lighting
- variable qualities of light
- basic principles of lighting
- equipment
- method of cross lighting
- development of a light plot
- lighting set-up
- lighting rehearsals
- strike

. Costumes
- historical survey of clothing
- functions of costumes
- requirements for costumes
- sources
- research and design
- construction techniques
- dress rehearsals
- production maintenance
- strike

. Makeup
- historical development of makeup
- functions of makeup
- principles of makeup
- design
- materials
- application techniques
- strike

. Sound
- historical development of sound
- functions of sound
- types of sound
- sources
- equipment
- reinforcement systems
- communication systems
- development of a sound plot and tape
- sound rehearsals
- strike

. Public Relations
- historical development of publicity
- functions of public relations

- publicity requirements
- information to be publicized
- publicity outlets
- publicity formats
- tickets
- programs
- house management
- strike

Any combination of the components can be organized according to student interest and local need. Completion of two semester courses constitutes TECHNICAL THEATRE I, and an additional two semesters comprise TECHNICAL THEATRE II.

Scope and sequencing are to be determined locally. Consideration should be given to the following recommendations:

- *Each component may be studied independently for a portion or the duration of a semester.*
- *Or, all components can be studied concurrently for one or more semesters.*
- *Construction activities may be related to productions, or they may be independent projects.*
- *A student progressing from TECHNICAL THEATRE I through TECHNICAL THEATRE II should be exposed to a wide spectrum of technical theatre elements. A student may repeat a specific component if different instructional material is covered.*
- *A broader scope of study is possible if TECHNICAL THEATRE is taught as a separate course. However, elements of stagecraft may be included in the course of study for THEATRE ARTS II-III-IV if desired.*
- *Class size should not exceed 20-25 students if effective learning is to occur. This is an activity-centered course requiring individualized instruction, implementation, and evaluation. An increase in class size results in a proportionate decrease in laboratory space and facilities.*
- *If there is insufficient enrollment to make a class, those students may, if local policy permits, attend another Theatre Arts class and pursue the study of technical theatre as a special project.*
- *Students participating in the course should be afforded opportunities to observe preparations and productions of educational, community, and professional theatre companies.*

OBJECTIVES

The student will:

- analyze the multiple components and skills that comprise the technical aspects of a theatrical production
- recognize the interdependence of the technical and performing elements in a theatrical production
- participate so that individual creativity is assimilated into cooperative group efforts
- develop basic technical skills
- view theories of design and stagecraft techniques in historical perspective
- use basic vocabulary related to technical theatre
- apply theories of design and stagecraft techniques in construction and operational activities
- practice basic safety procedures
- evaluate personal and group creative efforts
- recognize the knowledge, skills, attitude and discipline requisite for pursuing a career in technical theatre

THEATRE PRODUCTION I-IV

Grade Placement: 9-12
Prerequisite: None, Student assignment determined by the director.
Credit: ½-4 units

THEATRE PRODUCTION I-IV is a cocurricular laboratory for the exploration, development, and synthesis of all the elements of theatre. Practical hands-on experiences in acting and stagecraft are provided through the preparation and public performances of one or more plays.

The production of a play supplements the THEATRE ARTS and TECHNICAL THEATRE courses that concentrate on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills.

COMPONENTS

- Auditions for Actors and Technicians
- Research and Design
- Rehearsals
- Technical Crews
- Public Performances
- Strike
- Critiques and Evaluation
- Field Trips to Theatrical Productions

Completion of two semesters of production work constitutes THEATRE PRODUCTION I, the next two semesters comprise THEATRE PRODUCTION II, the fifth and sixth semesters constitute THEATRE PRODUCTION III, and the seventh and eighth semesters comprise THEATRE PRODUCTION IV.

Scheduling appropriate for the successful production of the play(s) is to be determined locally. Consideration should be given to the following recommendations:

- *Although the course may meet during a regularly scheduled class period, the scope of activities will probably require more time. Consequently, the course may meet for a lengthened class period, or outside of regular school hours.*

- *The course does not necessarily have to meet every day or for an entire semester, so long as the total instructional time is at least equivalent to a regular semester course.*

- *Theatre is a cooperative venture between actors, technicians, and the audience. Viewing and reacting to theatrical performances can assist students in becoming discriminating and appreciative consumers. Therefore, multiple performances of each production should be offered for students in the district as well as for the community, dependent upon the nature of the material being produced.*

- *Students participating in the course should be afforded opportunities to observe preparations and productions of educational, community, and professional theatre companies.*

OBJECTIVES

The student will:

- integrate and implement the multiple components and skills comprising theatre through the full-scale production of plays
- participate so that individual creativity is assimilated into cooperative group efforts
- meet deadlines requisite for the planning, preparation, and presentation of theatrical productions
- participate in meaningful cultural learning experiences
- practice acceptable standards of audience behavior
- differentiate between personal likes and dislikes and the aesthetic merit of theatrical productions
- exercise artistic judgment by critically evaluating theatrical productions

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 WAGE-HOUR LAW AMENDMENTS; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.